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Dedicated Instructors, Excellent Facilities

Pavements and Equipment School receives new training complex

by SSgt Simon Wess
366th TRS, Det. 7

The Air Force continues to show its full support to the training of tomorrow's airmen with the opening of a new Air Force training complex for the Pavements and Construction Equipment Operator Training Course (P&E) at Fort Leonard Wood, MO.

The opening of the new complex on September 11 concluded a three-year, 1.6 million-dollar project. The Air Force initially took control of the training site from the Army in October 1998. Since then, the members of the 366th Training Squadron, Detachment 7 have balanced their time between maintaining a full load of students and completing numerous self-help projects to improve the learning environment.

Demonstrating an emphasis on and commitment to quality training, Air Education and Training Command, the Air Force Civil Engineer Support Agency, Air Combat Command, Air Force Materiel Command, U.S. Air Forces in Europe, Pacific Air Forces, Air Force Special Operations Command, and Air Force Space Command provided the necessary funding for improvements at the schoolhouse.

Major construction began with the 820th RED HORSE Squadron, Nellis AFB, NV, constructing a Pre-Engineered Building (PEB) that increased classroom size from 200 square-foot rooms to new 460 square-foot rooms, complete with much needed central heat and air conditioning. The team of engineers also completed a major electrical upgrade to the site.

Working alongside the 820th, teams from throughout AETC chipped in with the erection of a safety observation tower for instructors as well as a sunshade and warm-up building for the students. Following on the heels of the 820th, the 819th RHS, Malmstrom AFB, MT, constructed a 45 by 110-foot Ultimate Building for a much needed equipment maintenance and inspection facility. The Malmstrom engineers also upgraded a water main, which will eventually supply running water to the Interservice Training site for crawler tractor training.

The final phase of the project was completed by the 823rd RHS, Hurlburt Field, FL, and the 307th RHS, Barksdale AFB, LA. Together they constructed an 80 by 200-foot super K-Span to allow backhoe and dump truck training to continue in even the worst weather. All of the teams worked exceptionally hard to meet a planned September 11 grand opening.

The desire to produce highly trained airmen is evident throughout the Detachment on Fort Leonard Wood. SSgt Michael Lawrence, a P&E instructor, noted, "Four hundred and seventy-five future engineers will leave tech school from here this year and go home to do recruiters assistance. I want them to leave here with a feel for how the Air Force really is. I don't want their only impression of the Air Force to be run-down facilities or equipment, or to feel like they are not part of a team. I want them to know they are part of something special."

With the dedicated team of instructors and the quality-training complex now opened, the equipment operators of tomorrow are sure to be some of the best airmen the civil engineer world has ever seen.

SSgt Simon Wess is a pavements and construction equipment operator instructor for the 366th TRS, Det. 7, Ft. Leonard Wood, MO.

The new 366th TRS, Det. 7 training complex is the handiwork of several different civil engineer units. Shown here is the pre-engineered classroom building *(left, rear)*, the 45' by 110' Ultimate Building *(right, rear)*, and the 80' by 200' Super K-Span building at the halfway mark in construction *(left, front)*. *(Photo courtesy 366th TRS, Det. 7)*

Editor's Note: Maj Gen Earnest O. Robins II, the Air Force Civil Engineer, and several other key leaders and contributors were present to participate in the official opening of the facilities. However, the formal ribbon cutting ceremony was canceled due to the tragic events of September 11, 2001.

For more information on activities and personnel at the 366th TRS, Det. 7, visit their web site at www.wood.army.mil/det7/index.htm.

Continuing Education

AFIT
Civil Engineer and Services School

Course No.	Title	Off	Start Date	Grad Date
ENV 220 (S)	Unit Environmental Coordinator	02A	07-Jan-02	11-Jan-02
ENV 020 (S)	Env. Compliance Assessment	02B	14-Jan-02	16-Jan-02
Sat Seminar	ECAMP Team Chiefs	02B	17-Jan-02	17-Jan-02
Sat Seminar	Stormwater Seminar	02A	18-Jan-02	18-Jan-02
MGT 484	Reserve Forces Air Base Combat Eng.	02A	22-Jan-02	01-Feb-02
MGT 585	Contingency Engineer Command Course	02A	28-Jan-02	01-Feb-02
ENV 021	Intro. to Env. Restoration Program	02A	04-Feb-02	08-Feb-02
ENV 521 (S)	Hazardous Waste Mgmt.	02A	04-Feb-02	08-Feb-02
MGT 101	Intro. to Base Civil Engineer Org.	02B	04-Feb-02	30-Mar-02
ENV 417	Env. Restoration Project Mgmt.	02A	11-Feb-02	15-Feb-02
Sat Seminar	HAZWOPER Refresher	02C	20-Feb-02	20-Feb-02
Sat Seminar	HAZWOPER Refresher	02D	21-Feb-02	21-Feb-02
ENG 555 (S)	Airfield Pavement Construction Inspection	02A	25-Feb-02	01-Mar-02
ENV 531	Air Quality Mgmt.	02B	25-Feb-02	01-Mar-02
MGT 421 (S)	Contracting for Civil Engineering	02A	04-Mar-02	15-Mar-02
ENV 419	Env. Planning, Prog. & Budgeting	02B	05-Mar-02	07-Mar-02
MGT 445	Housing Privatization	02A	18-Mar-02	22-Mar-02
ENV 222 (S)	Hazardous Material Mgmt. Prog.	02B	20-Mar-02	22-Mar-02
ENV 220 (S)	Unit Environmental Coordinator	02B	25-Mar-02	29-Mar-02

Registration for resident courses, which are offered at Wright-Patterson AFB, OH, begins approximately 90 days in advance. Applications must go through the student's MAJCOM Training Manager. Registration for the satellite offerings, marked with an (S), closes 40 days before broadcast. For satellite registration, course information, or a current list of class dates, visit the CESS website at: http://cess.afit.edu.

366 Training Squadron
Sheppard AFB
Ft Leonard Wood
Gulfport, MS

Course No./Title	Start Dates	Grad Dates
J3AZR3E051-010/Bare Base Electrical Systems	04-Feb/21-Feb/11-Mar/27-Mar	15-Feb/06 Mar/22 Mar/09 Apr
J3AZR3E051-013/Intrusion Detection Alarm Sys.	06-Feb	27-Feb
J3AZR3E051-012/Fire Alarm Systems	07-Jan/05-Feb/05-Mar	31-Jan/01 Mar/28 Mar
J3AZR3E071-001/CE Adv. Elec. Troubleshooting	07-Jan/05-Feb/06-Mar	04-Feb/05-Mar/12 Apr
J3AZR3E051-008/Electrical Sys.Distribution Maint.	09-Jan/13-Feb/18-Mar	06 -Feb/13 Mar/12Apr
J3AZR3E051-003/Cathodic Protection	07-Jan/24-Jan/13-Feb/ 04-Mar/25-Mar	18-Jan/06-Feb/27-Feb/ 15-Mar/5-Apr
J3AZR3E051-016/High Volt. Cable Testing & Splicing (Tentative)	15-Jan/29-Jan/12-Feb/ 26-Feb/12-Mar/26-Mar	25-Jan/07-Feb/22-Feb/ 07-Mar/21-Mar/04-Apr
J3AZR3E051-007/Airfield Lighting	08-Jan/05-Mar/19-Mar	17-Jan/14-Mar/28-Mar
J3AZR3E472-000/Liq. Fuels Stor. Tank Entry Spvsr.	11-Mar/25-Mar	21-Mar/04-Apr
J3AZR3E472-001/Liq. Fuel Sys. Maintenance Tech.	04-Feb	15-Feb
J3AZR3E453-003/Pest Management Certification	04-Feb	04-Mar
J3ARR3E453-002/Pest Mgmt. Re-Certification	14-Jan/04-Mar/25-Mar/10-Dec-01	18-Jan/8-Mar/29-Mar/14-Dec-01
J3AZR3E451-004/Fire Suppression Systems Maint.	04-Jan/28-Jan/20-Feb/18-Mar	25-Jan/15-Feb/12-Mar/05-Apr
J3AZR3E471-101/Bare Base Water Purification & Distribution Systems Maintenance	09-Jan/06-Feb/20-Feb/20-Mar	18-Jan/15-Feb/01-Mar/29-Mar
J3AZR3E052-013/CE Advanced Electronics	07-Jan/25-Feb	04-Feb/22-Mar
J3AZR3E072-002/Troubleshoot. Elec. Pwr. Gen. Eq.	07-Jan/04-Feb/04-Mar/28-Mar	29-Jan/26-Feb/25-Mar/18-Apr
J3AZR3E072-113/Bare Base Power Generation	07-Jan	31-Jan
J3AZR3E151-013/HVAC/R Control Systems	07-Jan/20-Feb/27-Mar	11-Feb/26-Mar/30-Apr
J3AZR3E151-014/HVAC/R Direct Expansion Sys.	07-Jan/11-Feb/18-Mar	07-Feb/14-Mar/17-Apr
J3AZR3E151-015/HVAC/R Indirect Expansion Sys.	07-Jan/11-Feb/04-Mar/26-Mar	25-Jan/01-Mar/21-Mar/12-Apr
J3AZR3E050-001/CE Work Estimating	07-Jan	28-Jan
J3AZP3E571-005/Construction Materials Testing	22-Jan/19-Feb/18-Mar	01-Feb/01-Mar/28-Mar
J3AZP3E571-003/Engineering Design	04-Mar/01-Apr	15-Mar/12-Apr
J3AZP3E971-003/Advanced Readiness	07-Jan/25-Feb/25-Mar	11-Jan/01-Mar/29-Mar
J3AZP3E351-001/Low Slope Maintenance & Repair	28-Jan/25-Feb/18-Mar	07-Feb/07-Mar/28-Mar
J3AZP3E351-002/Fabrication Welded Pipe Joints	07-Jan/04-Feb/04-Mar	18-Jan/15-Feb/15-Mar
J3AZP3E351-003/Metals Layout Fab. & Welding	14-Jan/11-Feb/18-Feb	01-Feb/01-Mar/04-Apr

Additional course information is available on the 366th TRS web site at https://webi.sheppard.af.mil/366trs/default.htm. Students may enroll on a space-available basis up until class start date by contacting their unit training manager.

Sign Me Up!

Interested in a technical training slot? Here is a brief description of the process used to fill class seats.

MAJCOM identification/validation of requirements: Major command functional managers conduct annual screenings at their base level units to identify and validate training requirements. Requirements are usually established two years in advance for budgeting purposes. Based on the mission impact, training is categorized as: Level 1- Mission Essential, Level 2- Critical Mission Impairment, or Level 3- Deficiencies in Mission Support. Units determine the level of training required based on mission impact if the training is not received. Historically, Air Education and Training Command has funded all Level 1 requirements. Level 2 and 3 requirements are funded by the individual units. AETC training managers schedule requirements using the same priorities.

Who fills seats: In most instances, MAJCOM training functionals allocate the number of seats by course to individual units after the requirements have been validated by AETC training managers and programmed into individual classes.

Enrollment: After a unit has received its allocations for the fiscal year, they are responsible for providing names to their respective unit training managers, who in turn forward the names to the MAJCOM Directorate of Personnel (DP) office. DP enters names into the Air Force Military Personnel Data System Modernization program, or MilMod, (formally Air Force Training Management System) which flows the information into the Technical Training Management System and ultimately produces class rosters.

What happens to unfilled seats: Allocations that are not filled within 30 days prior to the class start date become available to any MAJCOM that may have out-of-cycle requirements. If the unfilled seat is an AETC-funded allocation, then the money budgeted for that training is lost unless the MAJCOM functional re-allocates the seat. AETC-funded allocations should *never* go unfilled. Class registration is not limited to a defined time before the class start date. If there are seats available, and the unit can get the individual orders and to the school on time, we'll take them.

What happens when students don't show: There are times when students are listed on class start rosters but fail to show up for class. This happens most often due to circumstances beyond the student's control; however, the downside to no-shows is that the minimum number of students required to perform hands-on training as a team to meet performance objectives is not there. When this happens, instructors must often be used to make up the shortage, which pulls them from other classes or course development.

Education Training Course Announcements (ETCA): The ETCA replaced AFCAT 36-2223, USAF Formal Schools, and provides all the same information on the web. Information includes course descriptions, reporting instructions, billeting arrangements and messing facilities availability. Once you reach the web site, if you know the location of the training, just select the base and all the courses conducted at that base will be displayed. The ETCA site is http://hq2af.keesler.af.mil/etca.htm. *(366th Training Squadron)*

New Fire Academy Courses for 2002

Instructors at the Louis F. Garland Department of Defense Fire Academy, Goodfellow Air Force Base, TX, have developed five new courses for DoD firefighters. Fire Inspector III (X3AZR3E771 022), Fire Officer III (X3AZR3E771 023) and Fire Officer IV (X3AZR3E771 024) will be offered in January 2002. Rescue Technician II (X3AZR3E751 019) and Weapons of Mass Destruction-Technician and Incident Commander (X3AZR3E771 025) will be offered in July 2002.

Of the existing Fire Academy courses, Fire Protection Apprentice (X3ABR3E731 006), Fire Inspector I (X3AZR3E771 020), Fire Inspector II (X3AZR3E771 021), Fire Officer II (X3AZR3E771 019) and Fire Marshal (X3OZR32E4 000) will be offered in the coming months; however, the Rescue Technician (X3AZR3E751 018), Hazardous Materials Train-the-Trainer Course (X3AZR3E771 018) and Hazardous Materials (HazMat) Awareness Train-the-Trainer (X3AZR3E951 000) courses will not be offered from January through May due to curriculum development associated with Rescue Tech II and HazMat WMD.

For more information on obtaining an in-residence training slot at the Fire Academy, please contact your unit training officer. For information pertaining to course material, visit the Fire Academy's web site at http://web1.goodfellow.af.mil/~trs312/newfire/index.htm. *(312th Training Squadron Fire Training Flight)*

More than 5,000 students report annually to the Silver Flag Exercise Site on Tyndall Air Force Base, FL, where they receive world-class contingency training on equipment and assets not available at technical training schools or home station.

CE Troops Wave the Silver Flag

by SSgt Faith Kassan
315th Airlift Wing Public Affairs

It's 5:55 a.m. and the sun is just peeking over the horizon to begin a beautiful day for most of Tyndall Air Force Base, FL, but for others it's the start of a grueling deployment to the fictional country of Oceania, where it is necessary to ensure Tango AFB is operational and ready for action.

Approximately 150 Air Force members, including 57 reservists from the 315th Civil Engineer Squadron, Charleston AFB, SC, recently took part in contingency training at Tyndall's Silver Flag Exercise Site July 15-20.

Silver Flag provides combat support training for active duty, Air Force Reserve and Air National Guard mobility-tasked civil engineer and services personnel, known as Prime BEEF (Prime Base Engineer Emergency Force) and Prime RIBS (Readiness in Base Services) teams. Civil engineers' peacetime duties differ greatly from their wartime and contingency responsibilities. This training offers challenging scenarios under realistic field conditions to ensure proficiency during real-world operations.

"This training mirrors what civil engineer personnel may encounter when deploying," said SMSgt Frank Tennant, chief of mission support for Det. 1, 823rd RED HORSE Squadron, which oversees the Silver Flag site.

"The goal of participants is to get an airfield set up and operational under a contingency situation," said Tennant.

The training begins with extensive classroom sessions on many of the 160-180 tasks participants will be required to perform during the field training portion, known as Exercise Silver Spear. Taskings include repairing several runway craters, responding to in-flight emergencies, crash rescues, fire suppression, water purification, chemical weapon detection and explosive ordnance disposal operations.

"Everybody came together to form one team," said SrA Joseph Weisz, a heating, ventilation and air conditioning (HVAC) technician with the 315th CES. "It was a great experience to work with people from other units," he said while making repairs to an air conditioning unit.

SSgt Robert Gomez, 315th CES, rescues a crash mannequin from a smoke-filled UH-1 helicopter during a contingency training exercise. *(Photos by Debra Baldwin)*

More than 30 members from the 75th CES, Hill AFB, UT, also deployed to Silver Flag, as well as personnel from Langley AFB, VA; Barksdale AFB, LA; Eglin AFB, FL; and Whiteman AFB, MT.

The Silver Flag program also enables participants to perform tasks and use equipment they may not have at home station.

"This exercise is a great way to refresh and refine my expertise and skills on equipment I don't get to use on a regular basis," said TSgt Larry Craven, 315th CES readiness technician, as he performed a functional check on an M22 Automatic Chemical Agent Alarm (a piece of equipment used to detect hazardous chemicals). "I would not be able to get this kind of hands-on training at home," he said.

Because of the high number of tasks needing completion, many participants receive training in areas outside their assigned CE specialty.

"Silver Flag helped us see the 'big picture' of what would happen if we deployed," said Lt Col Joseph Roy, 315th CES commander. "When you understand the big picture you realize that just because you've completed your job, it doesn't mean there's no more work to be done. There's always someone who can use your help in a contingency situation like this."

Critical CE personnel are required to participate in Silver Flag training regularly — every 30 months for active duty and every 45 months for Reserve and Guard — to maintain job proficiency and receive training on new equipment.

"This is the most realistic training available to civil engineer personnel without deploying out of the country," said Maj Jani McCreary, Det. 1, 823rd RHS commander. "Our claim to fame is the realism of the training."

Editor's Note: This story was originally published in the *Palmetto Airlifter*.

Students repair runway craters as part of contingency training at the Det. 1, 823rd RHS Silver Flag Exercise Site.

Silver Flag students position a billeting tent during the field exercise portion of their training.

The Det. 1, 823rd RED HORSE Squadron cadre train about 5,500 students each year at the Silver Flag Exercise Site, including civil engineers, services and chaplains/chaplain assistants. They have also added training for PERSCO (Personnel Support for Contingency Operations) this year — the first class began in October. For more details on Silver Flag training, including Air Force Specialty Code-specific information and pre-deployment guides, visit the Det. 1, 823rd RHS web site at https://www.silverflag.tyndall.af.mil.

Views from the Field

Commentary on Issues Affecting Air Force Civil Engineering

A Student's Perspective of AFIT

by Capt Lance D. Clark
36th CES

Being the third generation of my family to roam the hallowed halls of the Air Force Institute of Technology (AFIT), I thought I had a pretty good idea of what AFIT was and what it entailed. Among other things, I knew that it was a way to obtain my graduate degree full time, while not being burdened by additional duties. I soon discovered that this was the only accurate perception of AFIT that I possessed.

The Graduate Engineering and Environmental Management (GEEM) class of 01M (March 2001) was comprised of 23 military officers: 21 U.S. Air Force civil engineers, one bioenvironmental engineer and one U.S. Marine. Each of us completed at least 72 hours of course and thesis work during a rigorous 18-month program. By contrast, graduate programs offered at civilian institutions usually transpire over a two-year period and only require an average of 36 hours of coursework; many of these don't require a thesis either.

After a reintroduction to the undergraduate material we had forgotten, it became readily apparent that AFIT would be no cakewalk (the first mistake I made). Most of us learned and relearned this lesson several times over the course of our 18-month tenure at Wright-Patterson Air Force Base. However, AFIT did not over-burden our class either. When not working on theses or doing research, three officers obtained their Professional Engineer's (PE) License, two received their Engineer in Training (EIT) certification, two got married (not to each other), three had their first child (one even had twins), and another was pregnant with her second child.

The second misconception I had of the AFIT graduate program surrounded its validity. I, like many others among the active duty ranks, did not believe AFIT provided much value as a research institute, compared to its graduate counterparts in the civilian realm. I certainly did not think it provided significant assistance to the civil engineer career field. To the contrary, AFIT provides valid, meaningful and continual assistance to the Air Force Civil Engineer career field, as well as to the general body of knowledge existent in environmental and engineering management.

A quick look at thesis titles shows the broad range of topics covered by the master's students in our class. Of 23 theses, all are currently being used by the research sponsors, or are serving as the basis for future research opportunities, in the Air Force as well as the civilian realm; in fact, one of them is currently being reviewed at the Air Staff level.

Another errant view I possessed applied to the GEEM program itself. The GEEM program offers two primary areas of study — environmental engineering and engineering management. The rumor was that GEEM was exclusively environmental, to the detriment of the management side of the program. Although that has been true in the past, the pendulum is swinging back to the management track.

Among the Air Force civil engineers in class 01M, the management students edged out the environmental ones 11 to 10; a quick glance over the thesis topics can further testify to this fact. This trend is continuing, as the management students outnumber the environmental ones 9 to 6 among the USAF civil engineers in class 02M.

In addition, at the request of major command (MAJCOM) and base civil engineers (BCE) in the field, an integrated process team (IPT) is being formed to ensure the GEEM program is supporting the managerial requirements of the career field. Contrary to its perception, AFIT's GEEM program is increasingly providing the engineering management training essential for tomorrow's civil engineer officers, while still affording the opportunity to "get your hands dirty" in the technically demanding

environmental realm.

Perhaps the most beneficial aspect of AFIT is the networking opportunities it provides for in-residence students. Opportunities exist on multiple levels, the first being within the civil engineer career field. In the GEEM program, officers ranged in rank from 2nd lieutenant to major, had collectively served in each MAJCOM, and possessed experience in the entire spectrum of USAF CE responsibility — including explosive ordnance disposal (EOD) and RED HORSE.

In addition, the co-location of the AFIT campus with the Civil Engineer and Services School (CESS) facilitates the interaction of graduate students with the officers responsible for training civil engineers in the field. This allows a valuable opportunity for students to provide assistance in the current problems, trends and concerns of "real world" Air Force civil engineering.

Another networking opportunity presents itself to in-residence AFIT students through the research sponsors. In accomplishing theses, graduate students must coordinate with real world sponsor(s) — entities outside of AFIT that have interest in the research being conducted. Many times these sponsors are active duty USAF CE officers who provide graduate students with real world exposure to the career field. Oftentimes, officers receive an assignment out of AFIT based upon the research they conducted and the sponsor with whom they coordinated the research effort. In class 01M, this occurred with two different officers.

Networking opportunities were present outside of the career field as well. The school supports USAF officers from numerous other career fields, providing an opportunity to see how the "other side" operates. Outside of Air Force officers, AFIT also graduated two civilians, five U.S. Army officers, one USMC officer (a civil engineer), and foreign officers from 13 different countries. The conglomeration of this broad range of experience, skills and philosophy tremendously augments the graduate education received at AFIT.

The impact of these experiences will be felt across the Air Force and sister services. Members of the class of 01M are currently serving in ACC, AETC, AFMC, PACAF, and USSPACECOM in a wide variety of positions, including base level and MAJCOM jobs, three new HORSEmen, a Special Programs Office post, and a CESS instructor. Most of them came to AFIT holding the same misconceptions that I did. But after 18 months, we've all moved on with a degree and a more accurate picture of what AFIT offers.

Capt Lance Clark is now chief, Readiness Flight, 36th Civil Engineer Squadron, Andersen AFB, Guam.

Thesis Titles for AFIT Class GEE-01M

- Analysis and Evaluation of the Macroscopic Organizational Structure of RED HORSE
- Optimization of Palladium-Catalyzed *In Situ* Destruction of Trichloroethylene-Contaminated Groundwater Using a Genetic Algorithm
- An Analysis of the Effectiveness of Pollution Prevention in Reducing Environmental Compliance Costs
- Modeling Biodegradation of Chlorinated Groundwater Contaminants Under Iron-Reducing Conditions of a Constructed Wetland: A System Dynamics Approach
- A System Dynamics Approach to Modeling Temperature Effects in Solid Waste Landfills
- Weapon System Environmental Life Cycle Cost Methodologies and Models
- Dissolution of Chromium from Inhalable Primer Paint Particles into a Simulated Lung Fluid
- Differences in Civil Engineer Perceptions of Change Based on Prior Training and Experience
- Analysis of Factors Influencing Tolerance of Fraternization
- Lifecycle Energy and Air Emission Differences Between Electric and Internal Combustion Vehicles
- Chromate Content Bias as a Function of Particle Size in Aircraft Primer Paint Overspray
- Predictability, Work-Family Conflict, and Intent to Stay: An Air Force Case Study
- Organization Design of Most Efficient Organization Air Force Civil Engineer Operations Flights
- Determining the Value of Groundwater Contamination Source Removal: A Methodology
- Factors Affecting Exchange Relationships Among Subordinates and Supervisors: A Study of Military Officers
- Modeling Chlorinated Ethene Removal in the Methanogenic Zone of Constructed Wetlands: A System Dynamics Approach
- Effects on the Red-Cockaded Woodpecker from Various Spatial and Temporal Applications of Management Practices
- Decision Analysis Methodology to Evaluate Integrated Solid Waste Management Alternatives for a Remote Alaskan Air Station
- A Model for Palladium Catalyzed Destruction of Chlorinated Ethene Contaminated Groundwater
- An Analysis of Civil Engineer Officer Contingency Training
- A Pharmacokinetic Study of the Effects of Stress and Exercise on Chemical Exposure
- Changing Organizations: A Meta-Analysis of Change Implementation Strategies' Effects on Organizational Outcomes
- Quantitative Validation of a Model of Chlorinated Ethene Natural Attenuation